California Education and the Environment Initiative
Increasing Environmental Literacy for K–12 Students…
*Because the Future is in Their Hands*

TEACH COMMON CORE STANDARDS
WITH THE EEI CURRICULUM

Created with your needs in mind, this document shows the correlation between the EEI Curriculum and the California Common Core State Standards. By teaching the EEI unit lessons in your classroom, you will be simultaneously addressing the Common Core standards depicted in this guide.

3.1.1. and 3.1.2.—The Geography of Where We Live
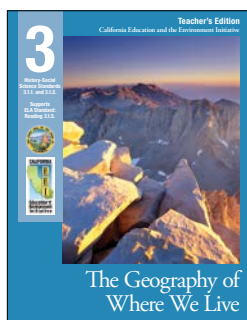
In this unit, students explore the local region, using maps to identify landforms, bodies of water, and natural systems. They investigate ways in which those features influence human activities in the region and, conversely, the ways in which people have modified the physical environment. The students will create concept maps that summarize the geographic features and resources of their local region. They will go on to identify the effects humans have on the environment, both positive and negative.

LESSONS	RI.3.1	RI.3.3	RI.3.4	RI.3.7	RI.3.10	W.3.2	W.3.8	SL.3.1	SL.3.3	L.3.4
California Connections	✓		✓	✓	✓		✓			
1			✓	✓		✓	✓	✓		✓
2	✓		✓	✓	✓		✓	✓		✓
3	✓		✓	✓				✓		✓
4	✓		✓	✓			✓	✓	✓	✓
Traditional Assessment	✓	✓				✓				
Alternative Assessment	✓					✓				

COMMON CORE STANDARDS

Note: For your reference, the list of California Common Core State Standards abbreviations is on the following page.

Using the EEI-Common Core Correlation Matrix

The matrix on the front page identifies a number of Common Core standards that are supported by this EEI unit. However, the check marks in the matrix do not necessarily signify that the Common Core standards checked will be taught to mastery by using this EEI unit alone. Teachers are encouraged to select which Common Core standards they wish to emphasize, rather than teaching to every indicated standard. By spending more time on selected standards, students will move toward greater Common Core proficiency in comprehension, critical thinking and making reasoned arguments from evidence. Teaching this EEI unit will provide opportunities for teachers to implement the shift in instructional practice necessary for full Common Core implementation.

California Common Core State Standards Abbreviations

- **CCCSS:** California Common Core State Standards
- **L:** Language Standards
- **RI:** Reading Standards for Informational Text
- **SL:** Speaking and Listening Standards
- **W:** Writing Standards

Note: Since each Common Core standard includes a breadth of skills, in this correlation, the portion of the standard description that is featured in the Common Core Standards and Applications is cited, using "…" to indicate omitted phrases. For a list of the complete standard descriptions, please see the Common Core Reference Pages located on page 14 of this document.

A Note about Common Core Speaking and Listening Standards

Many of the EEI units provide various learning structures, materials, and groupings that lead toward students working in pairs or small groups to discuss concepts and ideas. This supports the skill in Speaking and Listening Standard 1 "Participate effectively in a range of collaborative discussions (one-on-one, groups…) with diverse partners." With prior instruction in collaborative discussion techniques, students can be placed in pairs or small groups to discuss the lesson topics. To aid in teacher planning, the lessons are listed below along with their learning structures for whole class, pairs/partners, and/or small groups:

- **Lesson 1:** Whole Class, Pairs
- **Lesson 2:** Whole Class, Pairs
- **Lesson 3:** Whole Class, Pairs
- **Lesson 4:** Whole Class, Small Groups

National Geographic Resources

- **Natural Regions** wall map (Lesson 2, 3, and 4)
- **People and the Environment** wall map (Lesson 3 and 4)
- **Political** wall map (Lesson 1, 2, 3, and 4)

Unit Assessment Options

Assessments	Common Core Standards and Applications
Traditional Assessment	
Students answer multiple choice and short answer questions to show an understanding of the environment specific to the region where their school is located.	**RI.3.1:** Ask and answer questions to demonstrate understanding… **RI.3.3:** Describe the relationship between a series of historical events…using language that pertains to time… and cause/effect. **W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b) Develop the topic with facts, definitions, and details.
Alternative Assessment	
Students create a brochure describing their local region. They write text and draw images that identify geographical features in their local region and trace the ways in which people have used the resources of the local region and modified the physical environment.	**RI.3.1:** Ask and answer questions to demonstrate understanding… **W.3.2:** Write informative/explanatory texts… b) Develop the topic with facts…and details. c) Use linking words and phrases…

Lesson 1: Geographical Features of Our Region

Students view a physical map of California and identify the landforms and bodies of water in their local region. They work as a class to complete the first part of a class chart with geographic information about their local region, and transfer that information to sections of a cluster diagram.

National Geographic Resources

- **Political** wall map

Use this correlation in place of the **Procedures** on pages 30–31 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the **Dictionary Workbook** and the vocabulary **Word Wall Cards** to introduce new words to students as appropriate. Have students write their name in the space provided in the dictionary. These documents are provided separately. *Tip: If you are going to reuse the **Dictionary Workbooks** from year to year, do not have students write in them.*	**L.3.4d:** Use glossaries or beginning dictionaries…to determine or clarify the precise meaning of key words and phrases **in all content areas. CA** **RI.3.4:** Determine the meaning of general academic and domain-specific words and phrases in a text…
Step 1	
Gather students around the **Political** wall map of California. Ask students, "What does the map show?" (*Many of the cities and towns in California*) To orient students to the map, point out a few major cities, such as Fresno, Los Angeles, Sacramento, San Diego, and San Francisco. Explain that the map also shows other features of California.	**RI.3.7:** Use information gained from…(e.g., maps…)…to demonstrate understanding… *Suggestion: As they read the text in the following steps, have students refer back to what they know from the map to increase understanding of the text.*
Step 2	
Ask students to look at the "Features" legend in the upper right corner of the map. Remind students that the legend is a key to the symbols that represent different things on the map. The key includes such things as transportation routes, towns and cities, mountain peaks, rivers, and lakes. The size of the dot for each town or city indicates the size (population) of the community. Ask student volunteers to find examples of each of these features on the large map: road, airport, river, lake, small town, and large city. Point out the inset called "Geographic Regions of California" and the "Map Symbols" legend. Tell students that the legend will help them identify landforms (mountains, plateaus, deserts, valleys, and hills) and bodies of water (rivers, lakes, and ocean) on the map.	**RI.3.7:** Use information gained from…(e.g., maps…)…to demonstrate understanding…

Procedures	Common Core Standards and Applications
Step 3	
Ask a student volunteer to find your community on the map (or the closest town or city). Point to the map scale and explain that the scale line represents 50 miles. Show students the cutout of the **Local Region Ring** (Teacher's Masters, page 2). Point out the map scale and explain that, according to the map scale, the ring circles an area that is 100 miles across. Mention that 100 miles is about the distance that they would ride in a car on the highway over a two-hour period. Center the **Local Region Ring** on your community and affix it to the map with tape. Tell students that this area is the local region that they will be studying over the next few days. (*Note: Keep the **Local Region Ring** affixed to the map for use in subsequent lessons.*)	**RI.3.7:** Use information gained from…(e.g., maps…)…to demonstrate understanding…
Step 4	
Tell students that they will focus on their local region and use information from the map to find the landforms near their community. Ask students to identify as many of the landforms and bodies of water as they can find within the circle. (*Answers will vary depending on the local region.*) List these geographic features in the first column of the **Our Local Region Chart**. (*Note: Sample answers related to the content of this lesson and all subsequent lessons are provided in the chart on page 31.*)	**RI.3.7:** Use information gained from…(e.g., maps…)…to demonstrate understanding…
Step 5	
Distribute a **Student Workbook** to each student. Tell students to turn to **My Local Region** (Student Workbook, pages 2–3). Pair students and give them time to work together to list local geographic features in "Geographic Features: Landforms" on the concept map. Next, have them list the local bodies of water in "Geographic Features: Bodies of Water" on **My Local Region**. Tell students to use the **Our Local Region Chart** and **Political** wall map to help them with this task. Keep the **Our Local Region Chart** for use in Lesson 2. Collect **Student Workbooks** and use **My Local Region** for assessment. *Tip: If you plan to reuse the **Student Workbook** year after year, student's can write in journals instead.*	**SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. **W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **W.3.8:** …gather information…take brief notes on sources and sort evidence into provided categories.

Lesson 2: Natural Features of Our Local Region

Using a map and a reader, students gather information about the natural features of their local region. They list living and nonliving components of the local natural regions and, working in pairs, complete two more parts of their individual concept maps.

National Geographic Resources

- **Natural Regions** wall map
- **Political** wall map

Use this correlation in place of the **Procedures** on page 40 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the **Dictionary Workbook** and the vocabulary **Word Wall Cards** to introduce new words to students as appropriate.	**L.3.4d:** Use glossaries or beginning dictionaries… **RI.3.4:** Determine the meaning of general academic and domain-specific words…
Step 1	
Gather students around the **Natural Regions** wall map. Ask students, "What does this map show about California?" (*Natural regions, the kinds of vegetation growing in different areas*) Remind students that different kinds of plants live in different kinds of environments and that California has many natural regions. Point out the map legend, and review the natural regions in the state (*For example, low desert, grassland, and oak woodland*)	**RI.3.7:** Use information gained from…(e.g., maps…)…to demonstrate understanding…
Step 2	
Using the **Political** wall map as a reference, point out on the **Natural Regions** wall map where the school community is located. Center the **Local Region Ring** (Teacher's Masters, page 3) on your community and tape it onto the **Natural Regions** wall map. Have students use the map legend to identify the natural vegetation types found within the **Local Region Ring**. (*Answers depend on the school's location; there may be two or more vegetation types within the local region.*) Ask students the following questions: ■ Are plants living or nonliving things? (*Living things*) ■ What other things in the natural regions are living? (*Animals*) ■ What are some nonliving things in a natural region? (*Answers will vary but should include rocks, water, and air.*) Explain that nonliving natural features also include temperature, rainfall, and soil types.	**SL.3.1:** Engage effectively in a range of collaborative discussions…building on others' ideas and expressing their own clearly. **W.3.8:** …gather information…take brief notes on sources and sort evidence…

Procedures	Common Core Standards and Applications
Step 3	
Distribute a *California Connections: California's Natural Regions* reader to each student. Have students turn to the chapter for the first region you have selected for study. Have students follow along as you read aloud, reviewing the text and pictures. Ask students to pay close attention to the living and nonliving natural features of the local region such as specific plants and animals.	**RI.3.1:** Ask and answer questions…of a text… *Suggestion: Reread the text, this time having students identify the living and nonliving natural features of the local region.* **RI.3.4:** Determine the meaning of general academic and domain-specific words… **RI.3.7:** Use information gained from illustrations…to demonstrate understanding of the text… *Suggestion: Have students identify the illustrations and text that work together to explain where, when, why and how key events occur.* **RI.3.10:** …read and comprehend informational texts, including history/social studies…texts…independently and proficiently. *Suggestion: As they read the text in the following steps, have students refer back to what they know from the visual aids to increase understanding of the text.* *Suggestion: Either as a class, or in small groups, have students reread the **Student Workbook** selected section.*
Step 4	
Call students' attention to the **Our Local Region Chart**. Ask students to help you complete the "Natural Features" column of the **Our Local Region Chart**. As the students identify natural features in your local region, add living or nonliving features that are found in the local area. Identify each feature as living or nonliving. (*Living natural features might include specific plants and animals. Nonliving natural features might include temperature, rainfall, and soil characteristics.*)	**SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners…building on others' ideas and expressing their own clearly.
Step 5	
Redistribute students' individual **Student Workbooks**. Tell them to turn to **My Local Region** (Student Workbook, pages 2–3). Ask students to complete the "Natural Features: Living" and "Natural Features: Nonliving" parts of their **My Local Region** concept map. Tell them to use the information on the **Our Local Region Chart, Natural Regions** map, and the *California Connections: California's Natural Regions* reader. Gather the *California Connections: California's Natural Regions* readers and keep the **Our Local Region Chart** for use in Lesson 3. Collect **Student Workbooks** and use **My Local Region** for assessment.	**W.3.8:** …gather information…take brief notes on sources and sort evidence into provided categories.

Lesson 3: Using Our Local Region

Students sort statements about human activities that rely upon natural features and resources from the surrounding environment, such as agriculture, construction, transportation, and recreation. They identify different ways in which people use the land in the local region, and add this information to their individual concept maps.

National Geographic Resources

- **Natural Regions** wall map
- **People and the Environment** wall map
- **Political** wall map

Use this correlation in place of the **Procedures** on pages 48–49 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the **Dictionary Workbook** and the vocabulary **Word Wall Cards** to introduce new words to students as appropriate. Hold the **Word Wall Cards** for use in Step 2.	**L.3.4d:** Use glossaries or beginning dictionaries…to determine or clarify the precise meaning of key words and phrases… **RI.3.4:** Determine the meaning of general academic and domain-specific words…
Step 1	
Ask students to gather in front of the three wall maps (**People and the Environment, Political,** and **Natural Regions**). Call their attention to the **People and the Environment** wall map and review the categories on the map legend (Farms and Ranches, Public Lands, Urban Areas, Ocean/Coastal Areas, Other Lands). Ask students, "How might people use the land in each of the settings?" Use the photographs on the map to prompt student thinking. (*Answers will vary. Possible responses include: urban—houses, office buildings, stores, roads; agriculture— growing plants for food and fiber; mountain—skiing, hiking, scenic beauty; forest—timber, hiking, scenic beauty; grassland—grazing, scenic beauty; desert—scenic beauty, bird-watching; coast and ocean—swimming, sailing, fishing, shipping goods.*) Explain that the geographic and natural features of an area can influence the ways people use land in their local region.	**RI.3.7:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Procedures	Common Core Standards and Applications
Step 2	
Tape the **Word Wall Cards** for this lesson in four places around the room (or on the board). Point out each one to students and explain that each of them is going to be given a card that has something written on it about one of these human activities. Tell students that they need to read what their card says and then stand near the human activity that they think the card is talking about. Distribute one of the **Land Use** (Information Cards #1–20) to each student. Give students a moment to read their cards to themselves. After they have finished reading, tell them to move below or next to the **Word Wall Card** that best fits with the statement on their card. (*Note: The table on page 51 shows how students with certain statements should group themselves and under/near which **Word Wall Card**.*)	**RI.3.1:** Ask and answer questions…of a text…
Step 3	
When students have found their places, have each one read aloud the statement on their **Land Use** information card. As students finish, help them tape the **Land Use** information cards under each of the **Word Wall Cards**. (*Note: If the students place themselves under an incorrect **Word Wall Card**, ask them to move to the correct card and explain any misconceptions.*) Ask students, "After hearing what is needed and what is best for each of these human activities, which of these do you think belongs in our local region?" (*Answers will vary depending on where students live, but it is likely that all four are mentioned.*)	**RI.3.1:** Ask and answer questions…of a text…
Step 4	
Have students gather again in front of the three wall maps. Using the **Political** wall map as a reference, point out the location of the school community on the **People and the Environment** wall map. Center the **Local Region Ring** (Teacher's Masters, page 4) on your community, and attach it to the **People and the Environment** map. Ask students to use the map legend to identify the land uses within the circle of the **Local Region Ring**. (*Answers will depend on the school's location; there may be two or more land uses within the local region.*) Explain that people have used much of the land in California for agriculture. Ask students, "What do farmers need to be able to grow crops?" (*Good soil, water, sunlight, warm temperatures*) Using the maps, discuss with students the geographic areas in California that are a good place for agriculture. Mention that long ago there were forests, grasslands, and farms where there are now cities. Using the **Our Local Region Chart**, record the major uses of land in the third column, "How We Use Our Local Region."	**RI.3.1:** Ask and answer questions…of a text… **RI.3.7:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Procedures	Common Core Standards and Applications
Step 5	
Redistribute students' individual **Student Workbooks**. Tell them to turn to **My Local Region** (Student Workbook, pages 2–3). Pair students, and ask them to work together to complete the "How We Use Our Local Region" part of their **My Local Region** concept map. Tell students to identify which types of land use occur within their local region and to list any geographic and natural features that are used in the activities associated with the various uses of the land. Encourage students to refer to the **Our Local Region Chart** and all three wall maps to help them. Place the **Word Wall Cards** on the Word Wall, with or without the **Land Use** information cards. Keep the **Our Local Region Chart** for use in Lesson 4. Collect **Student Workbooks** and use **My Local Region** for assessment.	**RI.3.7:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). **SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners…building on others' ideas and expressing their own clearly.

Lesson 4: Changes in Our Local Region

Students revisit the wall maps to look for evidence of change in California due to human activity. They read about changes related to agriculture, construction, recreation, and transportation and consider how such changes might affect people and other living things in their local region.

National Geographic Resources

- **Natural Regions** wall map
- **People and the Environment** wall map
- **Political** wall map

Use this correlation in place of the **Procedures** on pages 66–67 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the **Dictionary Workbook** and the vocabulary **Word Wall Cards** to introduce new words to students as appropriate.	**L.3.4d:** Use glossaries or beginning dictionaries… **RI.3.4:** Determine the meaning of general academic and domain-specific words…
Step 1	
Ask students to gather in front of the three wall maps (**People and the Environment, Political,** and **Natural Regions**). Briefly review the geographical features, the natural regions, and the land-use practices inside the **Local Region Rings** on each wall map. Call students' attention to the **Natural Regions** wall map. Point out the illustrations of native plants and animals that are native to each region. Ask students, "Is this how the area looks now? Do you usually see the plants and animals described?" (*Answers will vary depending on where students live, but the expected answer in most areas will be, "No."*) Explain that this map shows what some of the natural parts of each area include. Tell students that human activities over hundreds of years have changed the California's natural systems.	**RI.3.7:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Procedures	Common Core Standards and Applications
Step 2	
Focus students' attention on the **Political** wall map. Review the key features legend, and ask which symbols indicate changes made by people. (*All except those listed under physical features.*) Ask students to name examples of change they see in their own community. (*Pavement, buildings, roads, cars, railroad tracks, parking lots*) Have students examine the **People and the Environment** wall map, and their local region in particular. Ask them to think of examples of change due to human activities in their community, like agriculture, construction, recreation, and transportation. (*Cars, farms, neighborhoods, cities, airports, dams, railroad tracks, roads*) Ask students why people made these types of changes in their local region. (*To get food, to have a house, to get from one place to another, to have fun.*)	**RI.3.7:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). **SL.3.1:** Engage effectively in a range of collaborative discussions…building on others' ideas and expressing their own clearly.
Step 3	
Explain to students that they will be working with others in a group to read about a possible change to their local region and that they will have to think about the effects that the changes could have on people and other living things in their local region. Divide the class into four groups and have the students in each group sit together. Assign each group one of the four categories of land use that students identified in Lesson 3: Agriculture, Construction, Recreation, or Transportation. Redistribute students' individual **Student Workbooks**. Based on the land use assigned to each group, tell the students to turn to **Making Changes**—**Agriculture, Making Changes**—**Construction, Making Changes**—**Recreation**, or **Making Changes**—**Transportation** (Student Workbook, pages 4–10). Choose one student in each group to read aloud the scenario at the top of the page while the other students in the group follow along. Tell students that when they have finished reading, they should read and discuss the questions at the bottom of the page. Give the groups 10 minutes to complete the reading and the discussion of the questions.	**RI.3.1:** Ask and answer questions…of a text… **SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)…building on others' ideas and expressing their own clearly.

Procedures	Common Core Standards and Applications
Step 4	
When time is up, call on a student from each group to read to the whole class the scenario their group discussed. After students finish reading, ask them to share how their group thought the change could affect the local region. List students' ideas in the fourth column on the **Our Local Region Chart**. After all groups have completed their presentations, ask students: ■ Have any of these, or similar, changes been made in our local region? (*Yes*) ■ Did the changes affect people and other living things in the same way? (*No*) ■ Why do people make changes to natural systems? (*To make things safer, better, easier, or more enjoyable for themselves.*) Point out that changes to the local region affect people and other living things differently and that some changes that help people may harm other living things.	**SL.3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **SL.3.4:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
Step 5	
Tell students to turn to **My Local Region** (Student Workbook, pages 2–3). Ask them to complete the final part of the **My Local Region** concept map, "How We Change Our Local Region," by listing changes people have made to natural systems in their local region. Remind students to use the information on the wall maps and on the **Our Local Region Chart** to help them. Collect **Student Workbooks** and use **My Local Region** for assessment. Keep the **Student Workbooks** for use in the alternative unit assessment.	**W.3.8:** …gather information from…take brief notes on sources and sort evidence into provided categories.

Unit Assessment

Refer to the introduction pages at the front of this document for information regarding the Traditional and Alternative Assessments for this unit and their Common Core correlations.

California Common Core State Standards Descriptions

Language Standards

- **L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content,* choosing flexibly from a range of strategies.

   d) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases *in all content areas*. **CA**

Reading Standards for Informational Text

- **RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- **RI.3.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

- **RI.3.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area.* **(See grade 3 Language standards 4–6 for additional expectations.) CA**

- **RI.3.7:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

- **RI.3.10:** By the end of the year, read and comprehend informational texts, including history-social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Speaking and Listening Standards

- **SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- **SL.3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Writing Standards

- **W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

   b) Develop the topic with facts, definitions, and details.

   c) Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.

- **W.3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.